Hello!

We are pleased to share the fourth issue of the Umbrella! As we enjoy the winter intercession, we have so many exciting updates, upcoming events, and thought pieces from across the system to share.

At SUNY, we believe in the power of learning by doing. Today’s high-tech, global economy is fast-paced and moving forward every day, and we have to prepare our students to be a part of it.

That’s why the Applied Learning Office and stakeholders across SUNY are working to provide every student with an applied learning opportunity. The creation and sharing of our fourth issue of “The Umbrella” will help put us closer to that goal! Our work depends on supportive and engaged partners from the community, including for-profit businesses, nonprofits and government agencies. Our students, in addition to benefiting from these experiences, also have the opportunity and responsibility to influence others and the community in positive ways. We appreciate the opportunity to share what is new in Applied Learning, as well as create a way in which to share out news from SUNY. This is an exciting time for us; working together, there is no limit to what we can accomplish.

Happy Reading,
The Applied Learning Team
A new report looks at adults’ attainment of nondegree credentials

In 2016, more than one quarter of adults had a nondegree credential—including a postsecondary certificate, occupational license, or occupational certification—according to the latest results from the National Household Education Surveys (NHES).

The National Center for Education Statistics released a new report today (September 26) entitled Adult Education and Training: Results from the National Household Education Surveys Program of 2016. The report summarizes key findings from the 2016 Adult Training and Education Survey (ATES), part of the NHES program. The ATES gathered nationally representative data on U.S. adults’ training and education as of 2016.

Among the findings:

• Overall, 27 percent of adults ages 16-65 have a nondegree credential; 21 percent have an occupational certification or license, and 8 percent have a postsecondary certificate;
• Occupational licenses are more prevalent than occupational certifications: 18 percent have a license, and 6 percent have a certification;
• Among those who have an occupational certification or license, 67 percent prepared for their most important certification or license by taking classes from a college, technical school or trade school; and
• Overall, 21 percent of adults have completed an apprenticeship, internship, or similar program, with 14 percent of adults doing so as part of an educational program after high school.

The Institute of Education Sciences, a part of the U.S. Department of Education, is the nation’s leading source for rigorous, independent education research, evaluation and statistics.
Campus Stories

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Finance Students and Employers Discuss the Local Career Landscape

As part of its growing career development programming, C-GCC held a Great Jobs in Finance Luncheon for the first time last semester, welcoming students nominated by their professors as well as representatives from several local employers.

Kelly Ann Radzik, director of Applied Learning and Job Development at C-GCC, explained that the event was created to offer networking opportunities and information regarding local career opportunities and trends in financial fields, including full-time and part-time or gap-year options.

“The students nominated to attend the luncheon are among those who’ve grasped the new skills they are learning with both aptitude and excitement,” she said, “and events such as these are designed to help them translate their new skills into job prospects.”

Employers in attendance included Columbia Memorial Health; Pattinson, Koskey, Howe and Bucci, CPAs; Columbia-Greene Federal Credit Union; Sickler, Torchia, Allen & Churchill CPAs PC, and GTel Teleconnections.

Jason Shelton, general manager of GTel, noted that the event also offered important insight into tomorrow’s workforce and their decision-making processes.

“The finance luncheon was a great experience for me as an employer to get a better understanding of potential career candidates by having a no-strings attached conversation,” he said. “Hats off to the students who came prepared to discuss their future, with questions. GTel will look to be a continued supporter and participant of these programs.”

For more information on applied learning and job development services at C-GCC, call 518.828.4181, ext. 3343, or visit sunycgcc.edu.
DERAIL HUNGER: NEXT STOP FOOD BANK NCC STUDENT EXHIBIT

Nassau Community College Interior Design student entry for the 2017 CANSTRUCTION competition won the Jurors’ Favorite Award last week. Their entry, “DERAIL HUNGER: NEXT STOP FOOD BANK” competed with structures created by local architects, designers, engineers, and others.

Congratulations to the Interior Design students, Professor Susan Beganskas, and TA Victoria Clarke for their creativity and dedication to fight hunger in our community! The structure was built with over 4,700 cans of food worth approximately $8,000 at retail.

This year’s CANSTRUCTION exhibit features many interesting and clever entries. It is located in the lobby of the RXR Plaza in Uniondale through Sunday, November 12 and is open to the public. Visitors are encouraged to vote for their favorite structure with the donation of a can of food.

All of the food used to create the NCC student structure will go to the NEST, along with any cans of food that you bring to deposit as a vote for their exhibit.

A display of enormous accumulation of non-perishable food items by the Accounting and Business Department at Nassau Community College on behalf of the Student Veterans. This event is complemented by the Accounting and Business Department students and faculty members’ dedication and support through “Toys for Tots” in December.

Cayuga Community College Students and Faatz-Crofut Home for the Elderly

Cayuga Community College students enrolled in Professor Melissa Johnson’s Painting II class work with residents of the Faatz-Crofut Home for the Elderly in Auburn, NY to create colorful gel prints as part of a service-learning project. Each semester art students visit the Faatz-Crofut Home and make art in collaboration with the residents. In preparation of the visit, students work together to plan out the project details and then explain and demonstrate the art project to the residents, as well as encourage and help them to make the work. Upon returning to campus, the students reflect on the experience by answering questions such as “what surprised you about the experience and what will you remember most?” They also create an art work in response to the experience and then have a group discussion reflecting on their role in the experience, what they learned and how art can be used to help and connect with people in the community.
Haiti-Learning through Development Presentation

Through the Office of Global Affairs, with funding provided by the Office of Diversity, Equity and Inclusion (ODEI), students in the SUNY ESF graduate programs of Landscape Architecture and Environmental Studies developed Master Plan studies for the 40 acre Sustainable Village and Learning Community (SVLC) site in Arcahaie, Haiti, they presented their research on Thursday, December 7th at SUNY Plaza.

Working in student teams, the Advanced Design and Planning Studio class coordinated with the local community and additional partners to document and analyze context and site conditions, develop goals and objectives, and explore sustainable approaches to energy, water and waste management systems. Four students had the opportunity to spend five days in Arcahaie, conducting visits to the site and meetings with community members. The visit provided an invaluable experience for them individually and a collective experience for students for their entire group, in that it allowed the entire studio to focus on applying their discipline in a developing world context.

2017 Applied Learning Conference

Our 2017 Applied Learning Conference was held in Niagara Falls, NY. Check out some of the highlights of our conference!

**Day 1:**
- 8:30 am -10:00 am: Conference Welcome and President's Panel
- 10:15 am -11:15 am: Keynote Address: Amelia Parnell
- 2:30 pm-3:30 pm: SUNY Student Assembly Leadership in Applied Learning

**Day 2:**
- 12:15-1:15 pm: Lunch and Guest Speaker Seth Gilbertson, Associate Counsel for SUNY

For more information and material from our 2017 Applied Learning Conference, visit: www.suny.edu/applied-learning/conference
I am a sophomore Nursing major at Farmingdale State College (FSC) and a scholar in FSC’s Research Aligned Mentorship (RAM) Program. This amazing program is dedicated to the success of its over 400 students. In the RAM program students have one on one advising and they are enrolled in several preparatory 1-credit classes—RAM 101, 102, 201 and 303—designed to enhance student success.

My favorite part of the RAM program is the fact that students are given the opportunity to complete a research project or internship experience usually before their Junior year. Students have the guidance of mentors to help encourage and support them along this path.

The RAM program gave me the amazing opportunity to conduct research in Antigua during the summer after my freshman year. I was able to learn the methodologies behind archaeology and anthropology in the field as opposed to in the classroom. With the guidance of my mentor, Dr. Matthew Brown, I was able to participate in excavation of the pre-Colombian site of Indian Creek. Not only did this experience give me transferable skills into further research opportunities but it allowed me to gain confidence in my abilities as a student.

I presented my research from Antigua for the first time to a group of colleagues, including faculty and administrators from Farmingdale State College, at the SUNY Applied Learning Conference in October. I gained confidence in my presentation skills and I learned about college administration practices. Overall the conference was a great experience, I felt like a sponge absorbing all of the information I was hearing.

Without the opportunities that the RAM program provides me, I would not be the student and most importantly the individual I am today. It is important that applied-learning programs like this continue to thrive in order for future generations to succeed.

Kamryn Hernandez,  
Nursing Student, Farmingdale State College

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I am a junior Aviation Administration major at Farmingdale State College (FSC) and a scholar in the Research Aligned Mentorship (RAM) Program. Before my research experience through the RAM program, I was unsure if I should be an Air Traffic Controller or a Commercial Pilot. After my experience, now I know I am in the right path toward my career. I conducted research with Dr. Meron Lindenfeld on the impact of an air traffic control simulator on students’ interest in pursuing a career in air traffic control. I learned how to use surveys and analyze data to exhibit before and after effects.

I also had the opportunity to have a hands-on experience at the New York Terminal Radar Approach Control facility (New York TRACON), the simulation training center in the TRACON, John F. Kennedy Airport (JFK) Control Tower and the JFK simulation room. I had the chance to practice communicating and vectoring simulated air traffic in a radar environment in the simulation room at the TRACON. I also observed actual controllers directing live traffic within the Newark sectors. At the JFK Tower, I observed ground control operations, where a controller directs and navigates aircrafts to and from the terminals and runways using the taxi ways. I also observed local control operations, where a controller clears the runways for takeoffs and landings.

This experience allowed me to see what professionals in the field actually do on a daily basis. I absolutely loved being in the excitement of an air traffic control facility. It motivated me to try and reach my goals even faster, which is why I applied to an air traffic control facility during the research experience. This experience helped me get rid of the “what if” feeling about my career. I now have a head start on the hiring process through a one on one experience with actual air traffic controllers. FSC’s RAM Program allowed me to step foot in the place where I will be once I graduate and I could not have done it without them.
ART FORCE 5 RECRUITING SUNY ALL-STAR TEAM

Albany, NY – What if SUNY combined applied learning, diversity education and superheroes? Thanks to support from the SUNY Provost’s Performance Improvement Fund (PIF), this justice league is not only a reality but currently recruiting students from multiple SUNY campuses.

The Art Force 5, founded at Alfred University (New York State College of Ceramics), uses an art therapy approach to social justice issues. The team has traveled the country, helping communities address issues by leading accessible art which requires interacting with hundreds of community members. Their popular mosaic portraits have been created for University of Notre Dame, Oklahoma, Brockport, and many more. The team will launch a “recruitment tour” from January to March, demonstrating their art activism while interviewing students from various SUNY schools for paid internships on this summer’s All-Star SUNY Team.

The summer team will be based in NYC from May 15 to August 15 and will design at least ten community-based art outreaches. For example, one outreach series will feature community-built mosaics honoring the 100th anniversary of the Harlem Hellfighters, soldiers who fought alongside French troops in World War I. These soldiers were recognized in France for their bravery but returned in 1919 to face intense prejudice and violence back home.

The Art Force team will also respond to other community issues and provide non-violence workshops entitled “Creativity over Conflict” at dozens of schools and community centers. This applied learning experience will ask students to put their classroom studies into practice through the C.R.A.F.T. Model – making CONTACT with communities, RESEARCHING their issues, designing an ACTION plan through art, collecting FEEDBACK about the impact, and TEACHING throughout the process.

Applications for the summer team will be made available starting January 2, 2018 through each college’s Chief Diversity Officer. Chief Diversity Officers are asked to recommend students in good scholastic standing with a passion for social justice and creative mindsets. Throughout the spring semester, numerous colleges will host one-day on-campus interviews with AF5 leadership. The summer internship are not only for those studying fine arts but students interested in fields such as education, sociology, criminal justice, marketing, and communications studies.

Questions about the positions and process may be directed to Dan Napolitano at artforce5@alfred.edu
Student Stories

University at Albany Alumni Joshua Van Wert discusses his applied learning experience with the Chiefs of Ontario.

My name is Joshua Van Wert. This past year, I earned my Bachelor’s Degree in Political Science from the University at Albany, SUNY.

Studying at UAlbany has had a profound influence on my academic interests as well as future career path. I consider myself a significantly different person having graduated than when I was writing my college essay back in the Senior year of high school. Yet as I reflect on the many opportunities I was presented with during those four years, I could think of no other experience as impactful as my internship with the Chiefs of Ontario in the Spring of 2016. It continues to amaze me how much a three-short month study abroad in Toronto was able to, in essence, change my life and reshape my future.

By my Junior year, I was actively seeking out study abroad opportunities applicable to my focus in American politics and policy. I worked with the Academic Internship Council (AIC) and was matched with the Chiefs of Ontario based on my interests in comparative American/Canadian government and policy. From what I knew going in, the organization would give me exposure to Canadian government, as well as building public policymaking and advocacy skills. Upon arrival in Canada, I realized that these expectations were quickly exceeded.

The Chiefs of Ontario is a political secretariat and advocacy organisation established to give First Nation communities in Ontario a voice to the Ontario and Canadian federal government. It is divided into sectors that address priorities such as environment, economic development, health, welfare, and education. I worked in the Environment sector, and my research focused on issues such as water quality, concerns over nuclear power generation, oil and natural gas pipelines, and climate change.

One of my favourite aspects of the internship, in addition to policy research, was being able to participate in events that exposed me to many people in First Nation and Canadian government. For example, we travelled to the Six Nations of the Grand River reserve to meet with representatives to discuss water quality in the Great Lakes Region, involving an interstate, interprovincial, and international compact between the U.S., Canada, and their respective states/provinces. I attended two other meetings of that nature; one in central Toronto that I assisted in organizing and planning.

The culmination of the internship, in my experience, was travelling to Ottawa to attend a climate change adaptation conference. There I was able to meet those in the Canadian federal government, which almost included a run-in with Prime Minister Justin Trudeau himself had I not been so star-struck to realize he was walking down an opposite street of us (a story my supervisors never let me forget)! I could never thank everyone enough for the opportunities this internship provided in such a brief time!

So many elements came together during that time that truly made the internship unforgettable. I was able to not only learn about Canadian and First Nation governance, but experience it first-hand, particularly because of the transition period due to the recent election of Trudeau as Prime Minister. In addition, what made it even more memorable was the ability to meet and work with the elected Regional Chief of Ontario, the elected representative of First Nations in Ontario in the national Assembly of First Nations.

In September this year, I was in Toronto for a music concert, and I made it my goal to pay a visit to the Chiefs of Ontario. It was particularly exciting to see how much the organization grew over the year, and to see the people I got the pleasure to work with again. I was especially humbled to know that the work that I did a year ago was still being used in the Environment sector.

Though I am still uncertain on where my career will take me, I am certain it will be in Canada. They say that study abroad is one of the most memorable experiences in one’s collegiate career. For me, that is definitely an understatement!
Onondaga Community College Hotel Management and Hospitality student Stephanie Rosado participated in a panel discussion of “Student Conversation Circles about Race, Gender, Religion, Economic Status and Sexual Orientation” at this year’s SUNY Diversity Conference earlier this month.

The Student Conversation Circles is a collaborative initiative between Onondaga Community College and InterFaith Works of Central NY. The overall purpose of the Student Conversation Circles is to provide a forum for students to share their perspectives and experiences related to their identities and learn about others.

As an incentive for engaging in the conversation circles, participants have an opportunity to develop a project that will help their community and then get funding to carry out that applied learning project.

Stephanie was one of the students at Onondaga who was able to develop a project to help her community and give back to a community that helped her when she was growing up. Stephanie participated in a panel discussion and shared her experiences as a participant in the fall 2016 dialogues as well as her experience working with her applied learning site La Liga Spanish Action League. Stephanie was able to discuss how working with kids in her community was a positive experience and how she plans on taking what she has learned at La Liga Spanish Action League and apply it to her future goals.

Also on the panel was Ms. Darien Gregory, Director of Concurrent Enrollment and Secondary School Programs/Student Conversation Facilitator and Glenda Gross, Associate Professor, Sociology, Conversation Circle Facilitator. All three panelists explained the impact these conversation circles have on their work and students going forward.

To learn more about these conversation circles and applied learning at Onondaga, please visit youtu.be/xNAsRSL-LKk
Funding Opportunities

CHANCELLOR’S GRANT FOR INNOVATIVE STUDY ABROAD PROGRAMS

Please see below an announcement of funding for study abroad programs—this may be able to support internships, service-learning, research or other types of applied learning abroad:

We are pleased to announce the call for applications for the 2018-19 Chancellor’s Grant for Innovative Study Abroad Programs (ISAP Grant). Four (4) grants of $4,000 will be awarded (contingent upon funding availability) to programs administered during the 2018-2019 academic year. The application deadline is Monday, April 2, 2018.

The current competition provides financial support for the development of innovative study abroad programs as well as the addition of new elements to existing study abroad programs. The list of the elements and the criteria to be considered for the selection are included in the call for proposals. The criteria is the same used in previous years however for this competition we will also consider submissions for study abroad programs led by part-time SUNY faculty members. Please check back on the website. The link to the updated page can be found here as soon as it becomes available.

NATIONAL SCIENCE FOUNDATION FUNDING OPPORTUNITIES

To browse current funding opportunities through the National Science Foundation, go to: https://www.nsf.gov/funding/index.jsp

THE APPLIED LEARNING TEAM

The Applied Learning Team at SUNY System Administration consists of Elise Newkirk-Kotfila, Director of Applied Learning; Merissa McKasty, Assistant to the Director of Applied Learning; and Laura Trottier, Program Assistant. The team works closely with the Applied Learning Steering Committee and the Applied Learning Advisory Council. The Applied Learning Steering Committee is made up of the University Faculty Senate, Faculty Council of Community Colleges, Student Assembly, and Distinguished Academy members. The Applied Learning Advisory Council consists of at least one Applied Learning Liaison for each of the 64 SUNY campuses. These committees work together to create and sustain Applied Learning across SUNY.
The SUNY COIL Center is pleased to open registration for the

**COIL Conference 2018**

**Global Learning for All**

March 16-17, 2018

Fashion Institute of Technology
New York, NY

[https://suny.edu/coilconference18](https://suny.edu/coilconference18)

**Early Bird Registration Ends January 15th, 2018**

The SUNY COIL Conference is pleased to announce keynote speakers for the 2018 conference:

**Carol Bellamy** will speak about the importance of education and global citizenship in the interconnected 21st century world. Ms. Bellamy is the Chair of the Global Community Engagement and Resilience Fund Board of Directors, and was formerly the Chair of Global Partnerships for Education, CEO of World Learning, Executive Director of UNICEF and Director of the Peace Corps, in addition to serving as an elected public official in New York City and in private sector positions.

**Norman Bier** will talk with us about how learning science can inform best practices in international and online education. Norman is the Director of the Open Learning Initiative and the Executive Director of the Simon Initiative at Carnegie Mellon University. The Simon Initiative is a cross-disciplinary research institution focused on improving student learning outcomes. He has held faculty appointments at Carnegie Mellon University, Indiana University of Pennsylvania, and the Community College of Allegheny County.

As a reminder, the Call for Proposals for conference sessions is open through **December 17, 2017** at [https://suny.edu/coilconference18](https://suny.edu/coilconference18).
SUNY Applied Learning and COIL:  
*Reimagining the classroom to support today’s learners.*

Today’s high-tech, global economy is fast-paced and moving forward every day, and we have to ensure that, above all else, we are preparing our students to be a part of it. That’s why there is so much hype—and justifiably so—surrounding the expansion of applied learning opportunities in college, including everything from clinical placements and cooperative education to service learning, volunteerism, student research, international opportunities and field study.

The goal of the State University of New York’s (SUNY) Applied Learning Initiative is to ensure that every SUNY student has the opportunity to take part in at least one applied learning experience before they graduate.

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course. Every one of SUNY’s 64 campuses is committed to offering approved activities to students and 15 campuses have made Applied Learning a graduation Requirement.

Due to their interactive nature and cross-cultural skill building, COIL courses naturally fit into SUNY’s Applied Learning Initiative. Any courses that include hands-on, real-world approaches alongside structured reflection and other quality criteria count as Applied Learning.

For over a decade the SUNY COIL Center has been reimagining education as a globally networked phenomenon. Collaborative Online International Learning* (COIL) links faculty across borders to co-create learning environments in which students gain valuable digital and cross-cultural competencies through collaboration with international peers. The COIL Center’s Nodal and Global Partner Networks have grown from a handful of loosely participating campuses in 2006 to over 50 committed member institutions working to scale this model. We have expanded the landscape of higher education; at SUNY, across the US, and around the world by implementing the COIL model to benefit students, faculty, and staff.

*COIL is used to refer to any pedagogical activities that use technology to link classrooms and students in geographically distant locations through coursework. Among the other terms used to describe such activity are virtual exchange, virtual mobility, globally networked learning, telecollaboration, and online intercultural exchange.*

To find out more about COIL, visit [coil.suny.edu](http://coil.suny.edu)
The Editor and Editorial Board of the Journal of Experiential Education (JEE) invite article submissions for a special issue on Social Justice in Experiential Education, tentatively scheduled for publication in March, 2019. Associate Editor Dr. Karen Warren (Hampshire College) will be acting Editor for this special issue. Submissions from established and emerging scholars are welcome.

Changing demographics, economics, and social climates have situated social justice as a key concern within the experiential education community. Issues of equity, accessibility, and liberation challenge theorists and practitioners to seek new directions in transforming experiential education programs. Prior scholarship has established diversity, equity, and representation as ethical and practical imperatives in experiential education. This special issue will contribute to the ongoing dialogue about these or other social justice concerns in adventure/wilderness, service learning, therapeutic, classroom, and community-based settings. In addition to empirical methodologies, rigorous conceptual submissions that expand theory and practice of social justice in experiential education are encouraged.

Topics to guide submissions include but are not limited to:

- Intersectionality of race, class, gender, and other identities including ecological identity
- Decolonization scholarship, practice, and activism in experiential education
- Critiques using queer theory, post-structural feminism, and critical theory
- Reconceptualizing meanings of outdoor spaces and concepts of adventure and risk
- Cultural competency training, education and leadership development
- White privilege and white fragility
- Critically reflexive experiential education research
- Understanding the role of socioeconomics and class oppression in experiential education programs
- Universal design and accessibility for people with disabilities
- Experiential education methodologies that can enhance social justice education
- Service-learning programs’ support for or dismantling of narratives of privilege
- Experiential education in the context of rising nationalist and populist movements

See the attached flyer for more information. Questions can be directed to Dr. Karen Warren: kwCC@hampshire.edu. Also please contact Dr. Warren if you wish to be considered as a potential reviewer for this issue.

Other Relevant Journals:
www.suny.edu/applied-learning/resources
Call for Manuscripts


**Guest Editors:** Chippewa Thomas and Ralph Foster, Auburn University

The JHEOE invites manuscripts that are research articles, reflective essays, projects with promise, book reviews and dissertations overviews related to the theme of the 2017 Conference of the Engagement Scholarship Consortium: “This is Engagement: Best Practices in Community Engaged Scholarship.” Proposals may explore best practices for engaged scholarship across disciplines, communities, and geography, and may relate to any of the various foci of engagement: Community, Faculty, or Student Engagement. Manuscripts should inform or advance the scholarship and practice of engagement and university-community partnerships.

Complete thematic details on this Call for Manuscripts, along with guidelines for JHEOE submissions, is available at [www.jheoe.uga.edu](http://www.jheoe.uga.edu).

For more information, or to submit articles for this thematic issue, visit [www.jheoe.uga.edu](http://www.jheoe.uga.edu) by Monday, February 12, 2018.

Coalition for Applied Learning

Join the Applied Learning Coalition of Central and Eastern NY.

Applied learning challenges, we all face,
So a grass-roots A.L. organization we would embrace.
For Central and Eastern NY institutions,
The Applied Learning Coalition is for thee.
It has no membership fee.
To address challenges around the clock,
Its members team-up ad hoc.
Email [john.suarez@cortland.edu](mailto:john.suarez@cortland.edu)
To learn how ALC can be helpful to you.
UPCOMING EVENTS

Missouri Western Applied Learning Conference  
When: March 8-11, 2018  
Where: Wilmington, NC

COIL Conference 2018  
When: March 16th -17 th, 2018  
Where: Fashion Institute of Technology NY, NY

Global Internships Conference  
When: June 12-15, 2018  
Where: Detroit, MI

Eastern SUNY Undergraduate Research Conference  
When: Friday, April 21, 2018  
Where: Suffolk County Community College

Western SUNY Undergraduate Research Conference  
When: April 22, 2018  
Where: SUNY Fredonia (SURC West)

Do you have ideas for the next newsletter?  
Is there anything you would like to see addressed in the next applied learning newsletter?  
Please email appliedlearning@suny.edu your suggestions by February 22nd, 2018!